



# Language Policy





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## **IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **School's Mission Statement**

Our mission is to provide students with the skills and knowledge to become global citizens and lifelong learners. We do this by creating a positive, supportive environment where students from different cultural backgrounds grow together, academically, socially, and emotionally.



## Rationale

Language plays an important role in the overall development of students and the Language policy of the American School of Wrocław establishes the linguistic culture that the school aims to foster among all its stakeholders. The atmosphere of multiculturalism and international mindedness at the ASW is an integral part of the Language Policy which celebrates the IB notion “that other people, with their differences, can also be right.” (*The IB Mission Statement*)

The school aims to develop cognitive engagement, and linguistic competence and proficiency among the students through the implementation of this policy.

## Language Policy and the IB Learner Profiles

At ASW we believe in building leaders who have excellent communication skills and can bring about effective social change to make this world a better place. Following learner profiles contribute to the policy framed at the school.

### Communicators

The students are provided ample opportunities to grow linguistically and culturally. All the teachers at the school closely monitor the linguistic development of the students. The young learners are taught to communicate their thoughts and ideas properly and creatively. They are encouraged to be tolerant and explore the perspectives of others in an unbiased manner.

### Balanced

Students at ASW are taught to be responsible, and understand their agency: voice, choice and ownership. They understand the role they have in the society and the world that they live in. The teachers at the school integrate contextual understanding with content knowledge through adept use of languages to help students understand and take action regarding various local and global issues.

### Open-minded

The school celebrates the rich linguistic diversity of all its stakeholders. The students are taught to be critically aware of their own cultural practices and histories as well as appreciate those of



the others. A variety of festivities and celebrations are held at the school to foster international mindedness and multiculturalism.

## **Language Policy**

### **Multiculturalism and Linguistic Diversity at ASW**

The American School of Wrocław is proud of its cultural and linguistic diversity created by its staff and students. Hence, international mindedness and multiculturalism is at the core of the Language policy of ASW. Staff and students help each other with resources and cultural knowledge to enhance CAS, SAA, Personal Project and subject learning experiences. The school believes that everyone has equal rights to education and has an inclusive learning environment. The school uses library subscriptions like JSTOR to support students with resources that aid language learning. The students are also provided with laptops that provide multilingual support. Appropriate differentiation and scaffolding techniques along with necessary language support ensure that every student gets equal opportunities and access to learning both Language A and Language B offered at the school.

### **LP in the Middle Years' Programme**

The language policy allows students who are new to the MYP and have never studied the languages offered as Language Acquisition at the school, to try out Polish and Spanish for one month each, as part of a carousel course, before finalizing their choice of language for Language Acquisition. However, if they have previously studied the languages, Polish and Spanish, offered at the school as Language Acquisition, then they have to take a test which determines the Phase that they are at in their chosen language and they can pursue it accordingly. If they opt for a language that they have never studied before then they will start at Phase 1. Students study a variety of themes pertaining to identity, lifestyle and others that help them develop the necessary vocabulary to be fluent in language chosen as Language Acquisition/Language B.

English is the medium of instruction and offered as Language A. Students study a variety of literary works and non literary texts, both written in English as well as works in translation, as a part of their Language and Literature course in the MYP. Students take a test, as a part of the admission process, that helps the school to determine the proficiency of the candidate as well as to determine if the student required language support.

### **LP in the Diploma Programme**

Polish is the only language offered in the DP segment in Group 2: Language Acquisition. Students who have no prior knowledge of the language must opt for Polish Ab Initio, while those who have studied Polish for two consecutive years prior to starting the Diploma Programme or



have it as their native language must opt for Polish B at Standard or Higher Level. Such students will have to take a test that determines their level of proficiency and allows the school, the candidate and their parents to determine which level would be appropriate.

English A: Language and Literature is offered as Language A to the students in the DP, as English is the medium of instruction. A range of literary works and non literary texts, both written in English as well as works in translation, are studied as a part of this course. Students take a test, as a part of the admission process, that helps the school to determine the proficiency of the candidate as well as to determine if the student required language support.

Students who wish to take up Language A courses that are self taught can do so under the guidance of the Diploma Programme Coordinator who is also the Pedagogical Leader and the Coordinator of the self taught courses. The students must appoint tutors for themselves for the Language A self taught courses. These tutors will be monitored and guided by the DPC. These students must appear for all assessments at the school, including Language A assessments.

## **Alignment with Other Policies**

### **Assessment Policy**

The teachers and coordinators at the school closely monitor the linguistic development of the students and maintain a language portfolio for each student. In case there is an issue with language learning or proficiency, with the understanding and consent of all the stakeholders, the issue is brought to the notice of the IBO so that appropriate aids can be provided to the student during the school exams as well as during the IB programme specific assessments.

### **Admission Policy**

Every student who intends to join ASW must take tests of Languages A and B so that the school can determine the proficiency levels. This helps the school to counsel the students regarding subject choices and levels, and also offer additional language support as required, in the form of multilingual resources, extra classes and altered exam conditions.

### **SEL and Inclusion Policy**

The school has a dedicated SEL and Inclusion support person who trains the teachers to provide appropriate SEL and Inclusion support. Regular workshops and training sessions are organised by the coordinators and the SEL and Inclusion support professional to create an optimal learning



environment that is conducive to learning and development. Language learning difficulties among students are mapped and appropriate aid and support are provided to the students in the form of multilingual resources, extra classes and altered exam conditions.

## Community Involvement

The school believes that holistic learning happens when all stakeholders participate in the learning journey. The linguistic and cultural diversity of the stakeholders are utilised to explore contextual knowledge and to help students develop confidence in their cultural histories and shared memories. This along with TOK and exploration of perspectives through the study of languages and other subjects, enable students to think critically and be internationally minded. Through CAS and SAA, students explore and use their agency responsibly to take action regarding contemporary local and global issues.

## Communication of the Policy

The contents of all the policies and the norms mentioned in the Language Policy are regularly communicated to the stakeholders through sessions with parents, students, teachers and the management. The policies are also available on the school's website so that all the stakeholders can access them with ease.

## Policy Review Timeline

All policies framed at ASW are reviewed annually.

Policies	Review Timeline
Policy Drafted	October 2022
Policy Reviewed	November 2022
Next Policy Review	August 2023



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